

Charter School Application:

Destiny "Live" Academy for the Performing Arts

Founder and Contact Person: Priscilla Bolden, Executive Director

We are pleased to submit, pursuant to I.C. 20-5.5-1 et. esq., the following application for a charter school grant on behalf of the Destiny "Live" Academy for the Performing Arts, Indianapolis, Indiana, as follows:

I. Description of the Organization and Founding Group:

a. organization and founding group

The legal name of the organization applying for the charter is the Destiny "Live" **Center** for the Performing Arts, Inc., an Indiana not-for-profit corporation established in 1995. It's authorized representative is Priscilla Bolden, Executive Director. Both may presently be contacted at 3901 N. Meridian Street, Suite 12, Indianapolis, Indiana 46204 where the phone number is (317) 920-7990. Faxes may be sent to (317) 920-7995. The agency has no e-mail address at this writing.

The legal name of the charter school will be the **Destiny "Live" Academy for the Performing Arts**. It will be located at 500 N. Capitol Avenue, Indianapolis, Indiana 46204 and will afford approximately 8,500 square feet of classroom and instructional space to its students and staff. The Academy will be a division of the Performing Arts Center. Destiny was first conceived in the year 1992 and commenced operations under the name of Destiny in Hymn, Inc., a predecessor corporation which produced a local gospel television show called the Destiny Gospel Artists Showcase. Many of the performers who appeared on those shows were talented youth, and by 1994, it had become clear that they longed for specialized training in the music arts that would build on their expressed aspirations to become artists and performers. Such intense training, however, has not generally been available to children of the inner-city in the past. Highly motivated by what she was hearing, the show's host..... and the founder of Destiny.... Priscilla

Bolden, determined to incorporate Destiny Gospel Artists Showcase to carry out this mission.

In 1995, DGAS became a non-profit corporation. Soon thereafter, to more nearly reflect its new mission, the Board of Directors elected to legally assume the new operating identity of Destiny “Live” Center for the Performing Arts, Inc. with Ms. Bolden as its Executive Director. Over the past five (5) years, the Destiny “Live” Center has diligently pursued its dream of nurturing talented children who are fulfilling their dreams of becoming music professionals.

Grants, donations, instructional fees, product sales, and contributions from businesses, foundations, and the general public currently support the program. As a charter school, open to all students in the city without charge, Destiny will remain committed to bringing at-risk and challenged youth into the mainstream of performing arts education and the liberal arts. We firmly believe that this commitment is the best hope we have of reversing educational underachievement and pre-delinquent behaviors caused by the breakdown of families and the undercapitalization of urban education. We also believe that even moderately talented children can be developed, are full of untapped potential, and are special in his or her own right.

b. community partnerships

Destiny has traditionally provided instructional and music related recreational programs in the Indianapolis Public Schools, the Marion County Juvenile Court, the Fall Creek YMCA, and various churches and neighborhood organizations. Additionally, the agency has operated a community youth choir which has included youth from all these venues. Our eventual goal has always been to open a fully accredited performing arts academy which will graduate academically proficient young people who are also skilled vocalists, instrumentalists, choreographers, directors and studio engineers. We desire to see young people equally equipped to pursue traditional professional careers as well as those in the music arts.

The present Center offers a comprehensive music and social learning experience for its children by providing both structure.... the chance to experiment, and considered guidance.....all designed to enhance and maximize existing potentials. Each year, at it's Annual Scholarship

Dinner, Destiny “Live” Center continues a proud tradition of awarding college tuition and book scholarships to students who have elected to pursue music as a major on the university level.

The future for Destiny is as bright as those of the youth it serves. As we move into the new millennium, we seek to include a charter school for grades K-12 within our offering of permanent programs, complete with its own auditorium. Youth enrolled in other traditional schools will continue to be afforded a broad range of performing arts instruction at Destiny, primarily during evening hours, and it is anticipated that the program will greatly assist us in marketing the academic opportunities available at our day charter school to youth city-wide.

As we commence with children in grades K-8, we look forward to expanding our services in the community with the involvement of our youth. A full instructional curriculum, inclusive of music therapy services for troubled youth and their families, will be complimented by the City at Peace Racial Reconciliation Program for youth and the Community Building Initiative, which will focus on restoring and maintaining homes, businesses, and lands in our immediate service area. We also envision an arts curriculum which will include an Artist in Residence Program featuring student mentoring by the greats of opera, jazz, and rhythm and blues. This will require continuing and augmented relationships with:

Marion County Juvenile Court
 Local Churches in our Service Area
 Arts Council of Indianapolis
 Children’s Museum
 Bridges to Success and I.P.S.
 Christamore House
 Flanner House
 Hawthorne Neighborhood Association
 Martindale-Brightwood CDC
 Fountain Square Neighborhood Assn.
 Clarian Health
 Riley Children’s Hospital
 Indianapolis Police Department
 Marion County Sheriff
 Indianapolis Chamber of Commerce

.....and a host of others to whom we pledge our cooperation and involvement. The Destiny charter school will actively recruit a diverse student population from the I.P.S. school district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any child resident of the State of Indiana. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies. For Destiny and its students, there is little doubt that the very best....is yet to come!

II. Mission and Vision Statement:

a. mission

Destiny is dedicated to providing a comprehensive academic and musical learning experience for youth ages kindergarten through eighth grade. Our strategies, within a structured program, are to awaken and develop their intellectual interests and performing arts abilities while refining cognitive, social and motor skills, and to prepare them for advanced educational achievement in these areas. Our objective is to equip students to become literate, self-motivated, and lifelong learners by providing a multicultural and student focused environment in which all students will be held to high academic and behavioral standards and will learn to work in collaborative relationships, both inside and outside the school site, even as they learn the rewards of service to the greater community.

b. vision

Within five (5) years, we envision a music arts academy accessible to all young people in grades K-8 who are interested in exploring their potential for success in the world of performing arts as vocalists, instrumentalists, writers, arrangers, and producers, and the like while becoming scholars. We will provide a high quality learning experience based on a curriculum which will challenge students' core competencies and assumptions about their talents, and which will expand their imaginations and their ability to think critically and creatively. As the result, Destiny graduates will be not only

more talented, but well-rounded, confident, and equipped to meet life's academic, social, and artistic challenges.

c. need

Juvenile arrests and case filings in Marion County, Indiana rose steadily between 1990 and 1998, the last year for which data was readily available. In 1990, the number of reported juvenile arrests was 10,620 as compared to 12,038 in 1997. Between 1990 and 1998, the number of juvenile court case filings increased from 5,943 to 6,266. The numbers were even more dramatic statewide. Meanwhile, the number of commitments of Hoosier juveniles to the Department of Corrections have been on a consistently upward trend since 1992. They rose 10.1% between 1997 and 1998 alone! In 1998, the incarceration of boys increased 7.4% over the previous year, and that of girls a shocking 18.8%. In both cases, most of these commitments, approximately 80% in each instance, were of first time rather than repeat offenders. Most of these arrests were for drug offenses.

Violence in our schools is unacceptably high, though declining since 1996. In 1999, 36% of 6th graders reported having been in a fight in the last year; the figure was 38.7% for 8th graders; and the figure for high school seniors was 22.7%. These facts have prompted many school systems to enact zero tolerance policies; to add elaborate security systems and guards; strict behavioral codes, and violence prevention programs. Hoosier seniors test scores on verbal and math standardized tests placed Indiana at 45th out of 50 states in 1999. Nationally, in 1998, children younger than 6 in female headed households were more than five times as likely to be poor than were children of married parents (54.8% vs. 10.0% respectively). In Indiana in 1996, an estimated 22% of all Hoosier families were headed by a single female. And statewide, fully 21.6% of our students are enrolled in the Free Lunch Program. Nearly 35% of our children are smoking and another 27% are drinking alcohol.¹

In the context of these events, Marion County schools are needing to spend increased sums of money on additional social services staff, security, and basic remedial programs which has forced a reduction in spending on one

¹ Data from "Kids Count in Indiana: 1999 Data Book: County Profiles of Child Well-being", Indiana Youth Institute, Indianapolis, Indiana 1999)

thing most kids connect with readily, i.e. music arts education. And worse, declining academic performance has been hastened by the increasing demise of this basic enrichment experience. **Destiny will meet a critical need for alternative education for the benefit of behaviorally and academically at risk children who are talented or interested in the performing arts. These will be children, of whom there are hundreds in our community, who often exhibit signs of educational boredom in traditional classroom settings and who may be party, as well, to acting out behaviors.**

These behaviors may be indicative of emotional upset, maladjustment to problems at home, addictions, or learning impediments. Such children will be greatly benefited by the therapeutic treatment modalities which will be afforded by our music therapy department. But we will also serve those students who do not necessarily exhibit the kind of behavioral problems mentioned, and who, instead, are underachieving academically because their primary interests and loyalties for learning lie in the area of music and the performing arts.

While the Indianapolis Public Schools, in whose district we lie, do afford a limited number of students with musical interests a concentration in academics and the arts through the magnet programs, these options are insufficient in number to satisfy the demand and are further, albeit necessarily, limited to those children who qualify first, through the lottery system. In this era of declining school budgets and forced cutbacks in programs which lie outside of core academic competencies, charter schools able to fill the remaining need are much needed indeed. This is especially true when we examine the testing data for these students.

Within our service area, many of our students are simply failing to reach traditional academic standards. Consistent with national trends, more than 50% of traditional public school students of low income do not succeed academically. The I-Step+ Exam is given to students in the third, sixth, eighth, and tenth grades. In the tenth grade, it is given as a graduation qualifying exam and may be administered to eleventh and twelfth grade students as needed. Data from the 1998 I-Step+ exam concluded that 78% of the students entering sixth grade failed to reach standards in English and

that 67% failed to do so in Mathematics.² It is this kind of disappointing record that Destiny is committed to improve upon.

d. school characteristics

Destiny will offer a curriculum that balances a strong and personalized academic program with an emphasis on the performing arts. We are convinced that the teaching of performing arts, and music in particular, fosters the development of intellectual, emotional, aesthetic, and physical, as well as academic skills in our students. The connection and interrelationship between music arts and mathematics, for example, has been understood for some time. ***“When children learn language, they learn abstract concepts which are described by a word. Abstraction requires that essential elements be present, though the context must often define the object. Both musical and mathematical scripts must be unwound, and both point to a universe outside of itself.....Both speak a universal language.”***³

Our program is based on the idea that music, dance, drama, and the visual arts, along with the traditional academic subjects which all students must master, provide an exciting and challenging environment within which to explore new teaching methods which will confirm the interrelationship of all these fields of knowledge. Therefore, our program will provide stimulating experiences which are interdisciplinary in nature. Students and teachers will often work in a free-flowing small group environment which will include instruction in more than one subject area simultaneously. Life itself is complex. And through an academically oriented arts program, students will be able to respond to feelings, insights, and imaginations, as well as facts. This learning methodology will permit the development of complex problem solving skills on the part of students and will capitalize on their excitement about non-threatening arts concepts to teach academics and life applications.

² Indiana Department of Education

³ Rothstein, Edward; Emblems of the Mind: The Inner Life of Music and Mathematics; Avon Books, New York, N.Y. (1995), pp. 67-68.

Destiny is committed to integrating 21st century technology applications into the curriculum and students will use the computer and relevant software for much of their theoretical academic learning and arts instruction, as well as to complete many testing functions. We will offer a non-traditional program that uses innovative teaching strategies to maximize student success, and feel that we will be most effective with students who respond to alternative learning strategies in a liberal, but controlled, environment. We have included a proposed class schedule for review later in this document.

Special features of our school will include, but not be limited, to the following:

- **Small classes/ Peer Discipline**
- **Differentiated Instruction/ High Standards**
- **After School Tutorial Program**
- **Volunteer Parent and Student Tutors and Mentors**
- **Peer Mediation and Conflict Resolution**
- **Community/School Civic Partnerships**
- **Uniform Dress Code**
- **Music Therapy Services**
- **Student Incentives and Recognition**
- **Artist and Scholar In Residence Programs**
- **Latin, Spanish, Japanese**
- *Community Building Initiative*
- *City at Peace Project*
-

The last two programs mentioned above are key character building projects that will be conducted on an extra-curricular basis, on weekends and after school and are detailed later in this document.

III. Description of Educational Program, Standards, Curriculum

a. educational philosophy

We believe in a flexible curriculum that is rooted in questions and in classroom discussions that lend themselves to current events and relevant life applications. We believe that students should be exposed to literature,

including the classics, that addresses moral issues in critical ways and from diverse viewpoints; we believe that education is about making relationships, both academic and personal, across interdisciplinary fields of knowledge, but within ordered boundaries. We are further convinced that good teachers are the essential resource required to make any curriculum come to life and engaging to students and that life experience itself is a relevant curriculum from which many persons.... parents, grandparents, and great grandparents included...are qualified to teach.

A solid academic program, in our view, is the result of a four-way partnership between committed teachers, engaged students, solid life experiences, and good curriculum. The performing arts, we believe, forms an insightful, interesting, revealing, and related curriculum capable of confirming and illuminating the interrelatedness of all fields of knowledge. And overall, we are committed to the notion that a curriculum should amplify and confirm the school's mission statement and that teaching, curriculum, and evaluation are inextricably related.

b. academic standards

We have reviewed, in some detail, the Indiana Academic Standards for grades K-8 as contained on the official website of the Indiana Department of Education at www.doe.state.in.us, and we incorporate the same herein by reference. **Our overarching and enduring educational goal is to exceed these public school baseline standards by 10% on average as measured at the end of each student's appropriate and comparative period of learning and testing at Destiny.** We believe we will succeed in adopting standards that are specific, ambitious, measurable, and attainable.

And to this end, we have chosen to use the Core Knowledge Curriculum authored by E.D. Hirsch Jr., as advanced by the Core Knowledge Foundation of Charlottesville, Virginia. This curriculum, discussed in some detail in section c, below, offers a planned progression of specific knowledge in history, geography, mathematics, science, language arts, and fine arts. It represents a first and continuing attempt to state explicitly the core of shared knowledge children should learn in grades K-8. It is a guide to content from grade to grade, designed to integrate instruction in the classroom. **The educational philosophy underlying this curriculum is**

that broad content knowledge, more than cognitive skill development, should be the focus of education.

Our proposed adopted educational standards equal or exceed those of the Indiana Department of Education and proceed from the vantage point that learning in the areas of reading, writing, speaking and listening, math and the arts should intersect other foundational subjects, such as history, science, and geography. The language arts, for example, are unique because they are processes that students use to learn and make sense of their world. Students do not read “reading” per se. At Destiny, they will learn to read age appropriate texts that are historical, scientific, and geographic, and even mathematical. Similarly, students do not write “writing;” they use the written word to express learned knowledge and ideas gleaned from other subject areas that they will encounter in writing class.

Destiny’s proposed curriculum standards embrace the skills and strategies employed by all effective communicators, readers, and writers, and are, therefore, viewed as critical to the success of our students. **While the Core Knowledge curriculum mentioned has an explicit and grade specific set of academic standards associated with it, we will be unable to unpack those standards in any detail until the curriculum, which is on order, reaches us.** We are assured, however, based upon extensive research, that they equal or exceed those which the state of Indiana has adopted, in all subject areas to which they correspond. **We will adjust these standards as needed to insure minimum compliance with those of the State of Indiana.**

Attached hereto, as **Exhibit A**, however, are the Core Knowledge Topics which will be featured in the curriculum for grades K-8.

In addition to the primary standards it will adopt, Destiny has set in place a series of supplemental standards and goals designed to insure an exceptional teaching and learning environment, as follows:

The academy’s learning and environment goals are to achieve:

- a. consistently high attendance of each student.
- b. stable enrollment of 100% of eligible student population
- c. discipline within a flexible environment

- d. high parental involvement in 25% or better of total teaching hours
- e. maximum class size of fifteen (15) students
- f. median standardized test result increases of 10% of community norm in reading, spelling, writing, and math, science, geography, history.

The methodologies we will employ to accomplish these goals include:

- a. close monitoring of student attendance; home visitations and counseling
- b. active and extensive marketing and recruitment
- c. peer group values and character rules development; behavior contracts; student and faculty behavior monitoring; peer group discipline; uniform dress code.
- d. active recruitment of moms and dads to serve as monitors; classroom aides; advocates, project and peer group supervisors.
- e. adequate teacher and intern personnel and scheduling so as to insure exceptional teacher-student ratios.
- f. music therapy, conflict resolution, and meditation as an aid to learning.
- g. City at Peace Racial Reconciliation Program and the Community Building Initiative.

Destiny has adopted and will apply Indiana's standards for music education. There are nine (9) such standards which are applied at every grade level from Kindergarten to eighth grade, as follows:

- 1. Singing alone and with others**
- 2. Playing an instrument alone and with others**
- 3. Reading, notating, and interpreting music**
- 4. Improvising melodies and accompaniments**
- 5. Composing and arranging music with specified guidelines**
- 6. Listening to, analyzing, and describing music**
- 7. Understanding relationships between music, the other arts, and disciplines outside the arts.**

8. Understanding music in relation to history and culture

9. Evaluating music and music performances.

These standards are consistent with the national standards promulgated by the National Assessment for Educational Progress (NAEP) in music in 1997 which stress that all students enrolled in a music program should be exposed to the processes of creating, performing, and responding to music.

In order to be promoted to the next grade level, all Destiny students must achieve a combined grade point average of 4.0 out of 8.0 academic points and demonstrate mastery of basic grade competencies through portfolio, written, and oral examinations. The same standard will apply at graduation.

Upon concluding the eighth grade and prior to graduation, all of our students will be expected to have mastered the following in English, math, and reading:

CORE ACADEMIC SKILLS:

Appropriate age or grade-level mastery of:

History/Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects which the staff and school governing board deem appropriate.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

World Language: Students will gain proficiency in speaking and basic competency in reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language. Underlying and utilized throughout each of the above subject areas will be other core skills such as: critical thinking skills: e.g., problem-solving, analyzing, and applying knowledge) the ability to effectively use technology.

Creative Expression: Achieved through various forms of the arts, e.g., music, visual/studio arts, drama, and dance.

Health and Well-Being: Displaying knowledge of pertinent issues of health and the development of physical fitness

LIFE-LONG LEARNING SKILLS: Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

Study skills and habits: Note-taking, library research skills, studying strategies; ability to plan, initiate, and complete a project; ability to reflect on and evaluate one's own and others' learning.

SOCIAL/INTERPERSONAL SKILLS: Students will demonstrate:

Strong citizenship and leadership skills: by planning, implementing, and participating in at least two (2) projects in service to the school and greater community, one of which may be the City at Peace or Community Building Initiative. The other must be of the student's own design.

Cooperative Ability: to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and serving on the peer dispute resolution board. Ability to collaborate and work effectively with others in cooperative groups.

LIFE SKILLS: Students will develop skills necessary for a healthy adult life, including: personal financial management skills (e.g., budget development, balancing check books); job readiness and career development skills (e.g., developing resumes, job internship skills); higher education preparation skills.

These outcomes will be further subdivided into specific content area and "classroom-level" skills so that individual students' progress toward achieving the graduation outcomes can be measured promotion standards, i.e. "benchmarks," such as testing and portfolio content and quality, as well as oral demonstration criteria met during their school careers.

We believe that these outcome measurements and standards will serve our educational mission well in meeting the applicable academic standards for students the State of Indiana.

special needs

Children with limited English skills and those with learning disabilities will be identified at in-take and will be required to attend one-on-one tutoring sessions with assigned student teachers and interns we will recruit from the Spanish language community and area universities and colleges who are acquiring educational skills appropriate to our student's needs. Our objective is to engage in preventive "front end" tutoring as a means of avoiding academic difficulty. To the extent that their particular learning needs require accommodation based upon clear limitations, we are prepared to accommodate these needs, including utilizing measurements that will allow the evaluation of special needs students against standards applicable to their particular limitations. The Core Knowledge curriculum, we are glad to report, has been particularly successful with such students.

c. curriculum

The Core Knowledge curriculum which Destiny has selected for use with our K-8 students provides as overview of major academic topics arranged in a core knowledge sequence which allows teachers, especially, to see how the topics in a prior sequence relate to and build upon one another. For example, in fifth grade world history, the study of the Renaissance builds

upon studies of ancient Greece in the second grade, ancient Rome in the third, and the Middle Ages which students encounter in the 4th grade. In Science, as another example, the basic concept of the atom which students encounter in the 1st grade forms a foundation, in the 5th grade, for their exposure to how atomic properties are organized in the periodic table.

Grade by grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a shared core of knowledge and skills and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know. Evaluation studies of the Core Knowledge curriculum have been very favorable. The evidence suggests that it fosters both excellence and equity in student achievement, and that it does so across diverse student populations, including the learning disabled and Hispanic populations.

Both qualitative and quantitative data indicate that schools using the Core Knowledge curriculum experience a number of advantages over those using traditional approaches, including the following:

- students are more motivated to learn
- students show greater gains in test scores
- disadvantaged and Hispanic students make particularly impressive gains
- teachers cooperate more effectively and share ideas and teaching plans
- parents more readily notice student achievement and desire to become more involved.

In 1999, a three year study of Core Knowledge schools across the country conducted by researchers at Johns Hopkins University and the University of Memphis concluded that, when the Core Knowledge sequence is fully implemented, students at schools where more than 50% of classrooms used the “sequence” had higher scores on norm-referenced tests and on criterion-referenced tests of Core Knowledge topics than students at comparison schools. Their reports call these academic gains “educationally meaningful.” Students retained the Core knowledge content they were taught and were able to build on it by making relevant connections. They also began to exhibit increased interest in reading.

A separate study by some of the same Johns Hopkins researchers looked at student performance in Maryland Core Knowledge schools. This study found that third graders in Core Knowledge schools made significantly greater three-year gains than students in control schools and students throughout the state. Core Knowledge students outperformed statewide averages in all six areas of the Maryland School Performance Assessment Program. The largest gains against the state average on the MSPAP were in writing (+10%), reading (+8.6%), and language (7.4%), but gains were also reported in math (+5.9%), social studies (+5.2%), and science (+5.1%).

At Hawthorne Elementary School in San Antonio, Texas, which is a predominantly Hispanic student body using Core Knowledge, studies revealed significant increases in cultural literacy and reading skills over statewide averages. Hawthorne is an urban school where 28% of the students have limited English proficiency and 96% receive free or reduced price lunches. In the lower grades, many Hawthorne students have traditionally evidenced considerable difficulty passing reading proficiency tests. Since adopting the Core Knowledge Sequence, however, there has been a dramatic increase in the number excelling in reading. By the fifth grade, Hawthorne's passing rates for students are substantially better than the state average.

Core Knowledge also appears to have increased the overall satisfaction rate of instruction among teachers and parents. Although teaching the curriculum requires teachers to do considerable advance planning, Core Knowledge is viewed very favorably by teachers using it and is seen as an enhancement to their professional lives. Overwhelmingly, teachers have expressed appreciation for the method and have been encouraging friends and colleagues to utilize it. Finally, Core Knowledge has been credited with increased parent satisfaction. According to one teacher quoted in the report, "Parents are thrilled, thrilled, thrilled." Another teacher confirms this reaction, saying "Our parents are elated with the results of Core."⁴ Sample core sequence lesson plans are attached to this application as **Exhibit B**.

As we have suggested, it was not possible to include a list of Core Knowledge standards for grades K-12 at this writing inasmuch as they are

⁴ Data supplied by the Core Knowledge Foundation, "Summary of Evaluation Data: Fall 2000"

not published outside of the curriculum kit that we must yet purchase. We are assured and confident, however, based upon the body of published research available, that these standards equal and exceed those of the state Department of Education, whose standards we pledge to adhere to as minimum standards in any event.

extra-curricular, required programs

City at Peace Project

A nationally recognized initiative, the City at Peace Project is devoted to involving students from a home school, and from other schools across the city, in the writing, production, and performance of an original play depicting the struggles of young people to find a sense of self and brotherhood in a threatening world. It features collaboration between students across racial and economic lines as they labor together to create an artistic work, a city-wide musical, that requires inter-school dialogue and coalition building, leadership structures, and the creation of community, governmental, civic, and business community partnerships for its success.

The CPP could involve as many as 100 children in the production. The end goals of the City at Peace Project are three-fold: 1) to train and equip youth with cross-cultural leadership skills and experiences, 2) to supply youth with negotiation skills that will build lasting relationships across racial, ethnic, social, economic, and religious barriers, while instilling peace as a watchword in the hearts of the participants, and (3) to dramatize the spirit of found unity through the cooperative production of a youth written, performed, and directed musical production which relates both the problems of and hopeful solutions to the ills of urban life. These ills are informed by life experiences, and the solutions, we hope, will come from participation in the various events and projects of cooperation and communication which will mark students' involvement in the project. This, we expect, will be a riveting performance, open to the public, video-taped, and made available for sale each year on video-cassette to finance on-going City of Peace programs. It will involve parents and guest artists in mentoring and coaching roles, as playwrights, musicians, directors, set designers, and advisors.

Community Building Initiative

This program will build enduring relationships between our youth and the business and homeowner neighbors of the Academy that live and work within our service area. In addition, it will instill values relating to the benefits of community service in our youth, whose contributions of time, labor, and interest will have tremendous benefits in shaping and molding their characters and self-esteem in a way that only service to others can. The program will rely heavily on the services of adult mentors who will assist our youth with the development of skills and work habits that will hopefully pay off in the classroom, as well as in later life. Students will build relationships, neighbors, businessmen and women, parents, and each other as they tackle issues like unwanted graffiti, beautification projects, services to seniors, neighborhood clean-ups, internships, and the like. Heavy parental involvement will be a key feature of this on-going initiative.

d. assessment

some assumptions about assessment

Our choice of methods to assess pupil progress is based on the following four beliefs about assessment:

1. In order to have a complete picture of a student's growth, different types of assessment tools must be used. Assessments should focus on a student's growth towards a proficiency standard rather than comparing a student's performance against each other's.
2. There should be a close relationship between a desired student outcome and the means used to assess it.
3. Assessing what students do with knowledge is as important as assessing what knowledge they have.
4. Assessment should promote and support reflection and self-evaluation on

the part of students, staff, and parents.

Based on these beliefs, we will use a variety of performance-based assessments such as portfolios, demonstrations, and integrated performance tasks. We will also use the statewide I-Step +, a standardized test that compares individual student progress to state standards, and the Terra Nova test. Both will be utilized to measure and report the proportion of students at Destiny who will have reached the state proficiency standards in math, reading, writing, science, and social studies. Results will be made available to the Sponsor when they have been tabulated.

description of assessment tools

Portfolios will provide one perspective for assessing student growth. A portfolio is a collection of representative work collected by each student, grade by grade. Literacy portfolios, for example, will contain results of student performance on a variety of literacy assessments in writing, reading, and oral communication. Scoring rubrics will be developed and staff will receive training on using the rubrics. Student reflection will be an integral part of the portfolio process each year, as well as project summaries. The portfolios will serve as one tool that lets us determine how well we meet our site-adopted targets.

Demonstrations provide another means of assessing students growth. Students may be encourage to incorporate their learning into an opportunity to serve the community. In the course of doing research, they will be expected to read and comprehend what others have done that is related to the opportunity and to develop a written proposal that describes the opportunity and which persuades others that what you intend to do is a worthwhile service. They will then provide the service. Finally, they will be encouraged to describe the service or process in writing as well as through another medium, such as video, music, speech, paint, or dance.

Oral presentations will be used often to assess learning goals and achievement. Video presentations may be a part of a Literacy Portfolio, as may a mathematics assessment. The key element will be students demonstrating their attainment of specified standards to a panel of judges comprised of teachers, parents, and students. These standards, or desired outcomes, will be established with reference to the state-adopted curricular

frameworks as well as internally devised frameworks.

The I-Step+ and Terra Nova exams will be another means that will be used to assess students growth. Destiny will conduct I-Step+ testing in September and Terra Nova Testing in March of each year on behalf of it's students at the end of grades 1, 3, 6, and 8 each year. In addition, students will receive report cards at the end of each grading period, just as they would at a non-charter school, and will be required to undergo regular written subject matter testing at each grade level.

Prior to graduation, each student must pass both the graduation Qualifying Exam and an internally adopted one, and must pass an oral/demonstration proficiency exam which will cover cumulative content learning, presentation, reasoning, music, life, and language skills.

e. support for learning

Destiny is committed to providing an orderly, safe, stimulating, and disciplined environment for learning. Our philosophy regarding discipline is that:

- fundamentally and instinctively, every child knows what the standard of acceptable behavior within an educational facility should be.
- that peer influences present the most common pressure to deviate from the standard and can best be countered by peer influence,
- that parents, when available, are better equipped to reinforce positive student behavior than are teachers.
- that when treated like responsible persons, children try to honor the trust placed with them.
- that children should be involved in the fashioning of disciplinary codes affecting them.
- that all children, regardless of their limitations, should be held to the same standard to the greatest degree possible.

Accordingly, our students will form a Student Council early on in which parents will also be involved, and which will promulgate conduct codes, disciplinary procedures, and penalties for misbehavior.... with guidance from administrators. Each student will be asked to comment on and sign a

pledge of conduct and will be given a set of rules and regulations affecting the school, as will their parents. All students will be required to wear a standard school uniform, the design regarding which student input will be sought. Parents will be recruited as hall monitors, tutors, teacher's aides, and security officers, as well as school committee members. Hispanic and special education students will be afforded Hispanic tutors and supplemental learning aides, such as text materials, Braille editions, and computer aides.

The Destiny Board and staff will develop and maintain a comprehensive set of student discipline policies. These policies will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's headmistress and the student's parent or guardian. The school will first attempt to counsel and will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations, which may include, but are not limited to, suspension or expulsion.

The school Headmistress may, pursuant to the school's adopted policies, discipline, and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement. Students who breach the remediation agreement will be subject to peer discipline, and those who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school's student council and governing board. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable state and federal law regarding students with exceptional needs. The school will notify the Sponsor and I.P.S. of any expulsions and will include suspension and expulsion data in its annual performance report.

A Parent-Teacher Committee will be established which will, from time to time, plan and discharge special events, address on-going concerns, and promulgate rules and regulations. It will conduct periodic surveys to

determine parental satisfaction levels with respect to various aspects of the school's programming, and forge alliances with neighborhood and community based partners which will be invited to use the facility for supplemental learning space, dinners and events, as well as field trips. Destiny will retain a part-time social worker to assist children and families with special needs, as well as assessments, and will invite in programs of the Marion County Sheriff, the Indianapolis Police Department, Indiana State Police, and the Indianapolis Fire Department to address issues of safety, substance abuse, and delinquency.

The Board will consider and adopt recommendations of the Parent-Teacher Council designed to insure the following health, safety, and risk management policies in conversation with it's insurance carriers, such as:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Indiana law.

The Parent-Teacher Council will meet monthly and will represent a vital working relationship between parents and educators in the learning process.

f. special students

As has been mentioned, Destiny will pay particular attention to the needs of handicapped and special needs students. Our building is handicapped accessible and our staff will consist of Spanish as well as English speaking individuals who will be able to meet almost any impairment a student may have. We will accomplish this through our teacher and personnel recruiting processes and will identify students having any learning limitations during the application and interview process. These students will be closely monitored by the teaching staff and supplemental educational devices will be put into place, as needs arise, to insure that such students are equipped to meet educational demands, including special tutorial assistance, both human and technological. These needs will be coordinated by the Head Mistress of the school and the Parent-Teacher Council. **As will be noticed in the Budget section of this application, a special fund has been designated for creation which will be available to defray any usual costs that we may incur in instructing special needs students pursuant to I. C. 20-5.5 et. seq.**

We expect to incur such costs for those students whose family circumstances, handicaps, language or cognitive limitations pose challenges to their ability to learn or to comply with conventional school requirements and regulations. Those whose family status, work demands, or court orders require program adjustments will be given the full support of the learning community and access to ameliorative school resources. Professionals will be assigned to address their particular needs for support, including but not limited to mental health and social workers, school psychologists, learning coaches, and other resource providers with whom the charter school is developing referral and consultative relationships. The goal of this support is to enable the student to compete successfully and competently with other students while simultaneously meeting their unique educational needs.

compliance with desegregation orders

The Destiny “Live” Academy will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.

IV. Organizational Viability and Effectiveness

a. budget

Attached hereto as **Exhibit C** is our five (5) year operational budget, inclusive of start-up costs and cash flow projections, effective November 1, 2001 and following.

b. enrollment and demand

The following thirty nine (39) students in the Indianapolis area have been pre-registered with Destiny, having expressed an interest and intention to enroll with the knowledge and consent of their parents:

Cherry Hilliard
2010 W. 79th Street
Indianapolis, In 46260
876-0276
Cherelle Franklin
4141 Arthington Blvd.
Indianapolis, In 46226
549-1807

Kiendra Bluitt
4141 Arthington Blvd.
Indianapolis, In 46226
549-1807
Spencer Bays
11686 E. 216th Street
Noblesville, In. 46060
773-9030

Damon Franklin
4141 Arthington Blvd.
Indianapolis, In 46226
549-1807
Clinton Bays
11686 E. 216th Street
Noblesville, In. 46060
773-9030

Calvin Bays
11686 E. 216th Street
Noblesville, In. 46060
773-9030

Naqweia Stowers
5150 E. 32nd Street
Indianapolis, In. 46218
549-3974

Ayinde Palmer
6748 Redun Derive
Indianapolis, In. 46254
388-8096

Nicole R. Phillips
3409 Donald Drive
Indianapolis, In. 46224
298-0976

Cameron Martin
1669 N. Park
Indianapolis, In. 46202
920-7913
Diamond Holloway
1651 N. Park Ave.
Indianapolis, In. 46202
926-9519

Tony Tucker
1619 N. Broadway
Indianapolis, In. 46202
925-2395
Brionna Richardson
520 N. Sutherland Ave. #B
Indianapolis, In. 46205
920-1605
Jamie Hill
7118 Tappan Drive
Indianapolis, In. 46268
297-5676
Ruth E. Hiland
1322 N. Parker Avenue
Indianapolis, Indiana 46201
638-3791

Courtney Wilkinson
7554 Sycamore Grove Ct.
indianapolis, In. 46260
257-6887

Venus Grant
5148 E. 32nd Street
Indianapolis, In. 46218
541-9020

Curtis J. Hawlee
Indianapolis, Indiana 46202
926-3956

Esperi L. Payton
3409 Donald Drive
Indianapolis, In. 46224
298-0976

Shaniqua Evans
1617 N. Broadway
Indianapolis, In. 46202
925-7546
Marie Berry
1723 N. Central Avenue
Indianapolis, In. 46202
925-2756

De'Loyce Williams
2348 Central Avenue
Indianapolis, In. 46205
924-6439
Derek M. Jackson
507 E. 23rd St #2
Indianapolis, In. 46205
926-5922
Shayla Hill
7118 Tappan Drive
Indianapolis, In. 46268
297-5676
Erica Hiland
1322 N. Parker Avenue
Indianapolis, Indiana 46201
638-3791

Markis Flournoy
3920 Zeenat Drive
Indianapolis, In, 46254
413-7741

Aijaye Adams
6748 Redun Drive
Indianapolis, In. 46254
388-8096

Cheryl Wheaton
7817 Beanblossom Circle
Indianapolis, In. 46256
577-3297

Melissa Gott
344 S. Hamilton
Indianapolis, in. 46201
423-3903

DeAndre Boyd
2525 N. College
Indianapolis, In. 46205
924-4882
DeJuan Crenshaw
1619 N. Broadway
Indianapolis, In. 46202
925-2395

Dazesha Brooks
2348 Central Avenue
Indianapolis, In. 46205
924-6439
Sarde' Hill
7118 Tappan Drive
Indianapolis, In. 46268
297-5676
Jazzmine Hill
7118 Tappan Drive
Indianapolis, In. 46268
297-5676
William Hiland
1322 N. Parker Avenue
Indianapolis, Indiana 46201
638-3791

Dominique Harris
2236 N. Talbott Ave.
Indianapolis, In. 46205
926-4747

Winter Kirk
2715 N. Winthrop Avenue
Indianapolis, In. 46205
924-2148

Monterio Mack
2139 Pleasant Street
Indianapolis, In. 46203
423-0729

Based upon present planning estimates, we will be able to accept and enroll sixty 60 students during year one of our operation; 75 students during year two; 90 students during year three; 105 students during year four, when we hope to add a 9th grade class; and 115 students in year five, when grades 10-12 will be phased into our program.

marketing

Our marketing plan for the Academy begins with the formal “grand opening” of the school to be held in November of 2001 and anticipates a series of following events which will take place between that date and the formal start of classes in August of 2002, as follows:

grand opening

- heralded by extensive public relations and advertising campaign consisting of flyer mailed to all Destiny supporters, vendors, friends, churches, community centers.
- weekly flyer distribution to students at area malls
- e-mail announcement to over 500 friends and associates of Destiny contacts
- press release to all appropriate city-wide media
- guest appearances on local radio and television public affairs shows by Destiny staff
- generate at least one feature article in the Indianapolis Recorder, Nuvo, or Star City/State section.
- list on community affairs bulletin boards of radio, tv, and cable stations
- telephone follow-up of close associates.
- written invitations to persons on Destiny mailing list and prospective student households.

The grand opening event will be held at the charter school facility and will serve as:

- an enrollment opportunity for interested parents and students
- a facility tour
- a fund-raiser and donor development opportunity
- entertainment

Enrollment will be achieved thereafter by:

- continued flyer distribution at area malls
- weekly phone contacts with parents, teachers, pastors, child workers, child psychologists, pediatricians, dentists, and organizations
- services of a compensated part-time recruiter
- tours

Admission to the Destiny charter school program is open to students who currently live in the city-wide attendance area and to children of staff members now employed at the school. Students in any other circumstance may apply to attend Destiny on a space available basis using any permit process that his or her former school district may have in place, except that permits may be approved at anytime during the year. Before a permit or enrollment is canceled, a hearing will be conducted. The members of the hearing board will include a parent, a teacher, and the Head Mistress or her designate.

Children and their parents desiring to perfect enrollment in the Academy will be expected to make contact with the school, by phone, letter, or an appointment to request and complete an application for enrollment and authorizations for information pertaining to the student that will be pertinent to his or her ability to succeed at Destiny.

The screening procedure for the Destiny Academy will include:

- Age and grade placement with consideration for age appropriateness.
- Academic history, including but not limited to grade transcript, testing information (standardized testing, intelligence testing, informal), attendance record, observations and recommendations from prior school.

- Personal history including family/home status, legal involvement i.e. court order, probation, etc. pertinent medical history/concerns and educational implications.
- Committee review of applications and history.
- Interviews of applicant and parent/guardian by the committee.

If placement is deemed to be appropriate, consistent with open enrollment policies, the applicant and parent will be asked to sign a letter of acknowledgment and consent which will confirm the terms of admission and signify an understanding of the rules, regulations and policies of the Academy. Among other things,

each student will agree:

- To strive earnestly to perform at competency levels that meet or exceed Destiny Academy standards.
- To offer himself or herself in service to the school and broader community.
- To observe all Academy policies regarding attendance, study, courtesy and conduct codes, and to consent to wear the standard uniform.

The parent/guardian agrees:

- To support the Academy staff in efforts to develop his or her child into a respectful, confident, and successful student and person.
- To insure that their child receives enough sleep each night so that the student is alert in class and that they will monitor the student's activities.
- To insure to the best of their ability that the student is not hungry upon arriving at the Academy.
- To monitor their student's hygiene and clothing.

- To transport, provide. Or cooperate in the provision of transportation so that the student arrives on time and is picked up in a timely manner.
- To participate in regular parent/teacher conferences with Academy staff.

Failure to conform to the established guidelines will result in committee action or a review of placement with the potential of altering the student's status with the program ... i.e. counseling, service referral, warning, disciplinary hearing, probation, suspension, or termination.

Parents of students on permit are responsible for transporting their students to and from school, and all students and parents will be encouraged to travel to and from the school by this means. A car-pooling program will be coordinated for the benefit of students residing in the same geographical area. Otherwise, Destiny is easily reachable by public transportation given it's downtown Capitol Avenue location, and sponsors of the school are currently negotiating with area limousine operators to facilitate public service or reduced fare pick-ups and drop-offs of those students for whom none of these other modes is practical. Admission to the Academy will, overall, be limited by class size restrictions and by the number of classrooms available at the school.

c. governance and maintenance

board of directors

The Destiny "Live" Academy will be governed by an eight (8) person Board of Directors, six of whose names and backgrounds appear below. Members have been broadly drawn from the business, legal, accounting, education, and performing arts communities and, together, represent over 100 years of experience in these areas. In addition to these persons, and in the year 2002, it is our desire to add two (2) parent representatives to the Board, for a total of eight.

The Board will meet monthly and will operate through a number of committees between meetings. **Day to day academic operations will fall to the school's Headmistress, Michelle Watts, a former Indianapolis high school principal with whom the Board is currently negotiating ,who will also oversee all parent/teacher committees.** In addition to these persons,

the school will be served by a Director of Development, Greg Allen, who, though an employee, will meet regularly with the Board as an ex-officio non-voting member, as will Ms. Watts. Mr. Allen is also in negotiation with the Board at this time. His resume is, however, attached to this application as **Exhibit D**. Board member Richard Hunter will serve as the school's Business Manager.

Regular Board members who will begin serving immediately and through August of 2002 are:

Priscilla Bolden- Executive Director of Destiny 'Live' Center, with over 15 years of performing arts, administrative, and human resources experience.

JoAnna Odom- Attorney and CPA with over 30 years of practice experience.

Clarence D. Bolden, Jr.- Retired attorney, Minister, and College Professor with over 20 years of practice and business experience and 5 years teaching experience.

Rev. Richard Hunter- M.B.A., minister, and professional accountant with over 15 years of professional for profit and non-profit accounting expertise.

Dr. Edward P. Tangman- Educator and University Administrator for over 30 years.

Lisa Owens- Teacher with over 5 years experience in early childhood education.

Regarding their commitment to serve as Board members, these individuals have previously submitted the following memoranda of experience and potential conflicts of interest:

James Richard Hunter, MBA- Business Manager:

"I am excited about the opportunity to serve as Destiny's academy business manager and Board member, because I feel that I bring a lot of transferable experience to the position. I have many years of non-profit and government accounting and auditing experience that I am anxious to bring to bear to insure compliance with the charter school law and conformity with generally accepted accounting principles. My specialty is designing accounting systems and cost savings measures that will improve efficiency and save scarce dollars. In past years, I have served on the Boards of the Association for Loan Free Education and held

leadership positions on the Boards of the National Association of Black Accountants and the Mozel Sanders Foundation, and have developed a passion for education and inner-city children. I can think of nothing in my present experience that would present a conflict of interest to my service to Destiny as a Board member.”

J.R.H.

Edward P. Tangman, MA; Ed.D- Board Member

“I feel I bring a wealth of knowledge and experience to Destiny, having been an educator for most of my professional life. My expertise is in designing, training around, and evaluating instructional curricula of all types and in conducting statistical research. I have traveled widely in the United States and served extensively as an administrator, consultant, and trainer to businesses, educational institutions, and non-profit organizations. I am a graduate of the University of New Mexico and Nova University in Ft. Lauderdale, Fla. and have vast experience in developing program support systems, facilitating organizations, strategic planning, and in fashioning public-private sector partnerships. I am also very strong in the areas of board and staff development. Currently, I serve as President of the Hawthorne Neighborhood Association in Indianapolis. My present and anticipated associations do not pose any conceivable conflicts of interest that might affect my service to Destiny, insofar as I am aware.”

E.P.T.

JoAnna A. Odom, J. D; M.B.A.,CPA.- Board Member

“While I have not served on any Boards as a Director, I have over twenty (20) years of experience in for-profit and non-profit accounting and legal representation which I feel will be beneficial to Destiny as it launches it’s academy. My strengths lie in counseling, tax planning, and financial report preparation of all kinds. I look forward to designing computerized accounting systems for the academy which will assist in insuring a financially well run organization. As my own children, now grown, completed their education, I did serve for many years as an active member and participant in the PTA of their schools and I look forward to assisting Destiny with the parental involvement aspects of its program. I am connected to no other organizations or causes that would represent a conflict of interest.”

J.B.O.

Leisa Owens- B.A. Pre-Elementary Education- Board Member

“ As a teacher of pre-school and kindergarten children, I bring a keen interest in early childhood education to the Destiny Board. This is my first experience serving on a Board, but I feel that I will be very helpful to Destiny in curriculum design and selection and teacher evaluation, as well as in supervising some of the mandatory testing. My undergraduate degree from Kentucky State is in early childhood education. I have no other associations or business connections that would present any conflict”.

L.O.

Priscilla M. Bolden, Executive Director: Destiny “Live Center for the Performing Arts- Board Member

“I bring to the Board a strong background in music arts training and the informal education of children through the use of music as a medium. For the past five years, I have served as the Executive Director of our Center, which is dedicated to supplying music arts learning opportunities and therapy to academically and behaviorally challenged inner-city school children, for whom I have a passion. Each year, we also provide college and book scholarships to high school students interested in pursuing higher education. Over the years, we have provided music arts instruction to the Indianapolis Public Schools through the Bridges to Success Program and operated programs in facilities such as the YMCA, Juvenile Center, and battered women’s shelters. We will continue to operate the Center, after commencing our charter school, for children

in grades 9-12 and the broader community. I have no associations or relationships that would pose a conflict of interest to my duties as a Destiny Academy board member.

P.M.B.

Clarence D. Bolden, Jr.: JD, M. Div.-Board Member

"I feel I bring a unique and diverse background of education and experience to the Destiny academy Board of Directors, having served as an attorney in the general practice of law and as counsel to several banks, not-for-profits, government agencies, small businesses, and educational institutions. I have managed to accumulate years of experience on not-for-profit boards in Ohio, including United Way, Youth Enrichment Services, Campfire, The Computer Consortium of Ohio, the Lakewood Community Development Corporation; and Friendly Inn Settlement House. For the past five (5) years, I have also served as an Adjunct Faculty Member at Indiana Wesleyan University, where I teach business ethics, business law, economics, professional communications, and conflict resolution and negotiation. I look forward to sharing these skills with our children at Destiny and the Board. I serve on no boards presently and have no ties that would be in conflict with Destiny's educational mission."

C.D.B.

board duties, manner of operation; vacancies

Pursuant to Indiana Code 20-5.5-3 et. seq., the Academy's Board of Directors submits the following description of the governance and operation of the Academy, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the Academy. The Academy Board of Directors will have complete legal responsibility for running the school. Two (2) members, as has been mentioned, will be parents of children in the Academy. The Academy's Headmistress will attend all board meetings in an advisory role, as will the Director of Development. Neither have a vote.

The appointed Board of Directors will serve a three-year term commencing with the 2001 school year and will, therefore, serve until May of 2004. In 2004 and thereafter, all members will be elected by the parents who have students in the school. Elections for board members will be held each Spring at the May board meeting, at which time the terms of the board members will be staggered. All board members' terms will thereafter be for two years. If the child of a board member graduates from the Academy during the term of the parent, the parent will be allowed to complete his or her term.

Each Board member will have one vote for each board seat. The members of the Board will select the officers of the Board. The officers will be President, Vice-President, Secretary, and Treasurer. **The Treasurer shall**

not be the same person as the Business Manager, for purposes of maintaining appropriate oversight.

In the event of a dismissal or resignation from the Board (as in the case of a discovered conflict of interest), or other vacancies, a nominee with equivalent qualifications will be elected to fill the remainder of the vacated term. The Board at its own choosing can determine whether or not to reorganize and re-assign offices at the time of seating the new board member. Attendance at board meetings is mandatory. Missing three meetings in a row will result in immediate dismissal from the Board.

operation of the board

The Board will meet at least once a month to discuss the Academy's operations and hear reports and updates from each board member, the Business Manager, Development Director, and Consultants, as appropriate. At such times, it will consider and adopt policies, and consider requests and concerns from parents, students and teachers. A majority vote of those present at a board meeting will constitute action by the Board. The Board may not act unless a quorum of two thirds of their number or more are present.

board committees; number of committees

The following committees will be standing committees of the Board, i.e. Teacher Review Committee (2 members of the Board plus parent members); Discipline and Conduct Committee (1 board member plus 2 parent members and 1 student member); Fundraising Committee (2 board members plus Director of Development); Facilities Committee (2 board members plus additional parent members); and Student Affairs Committee (2 board members plus 1 parent and 2 student members). The Board will appoint the members of the standing committees from staff, parents, and students of the Academy. Parents are eligible to serve regardless of whether they are Board members or not. The Board may also establish such other committees as it may from time to time deem necessary.

teacher review committee

The Teacher Review Committee will be responsible for reviewing the

classroom performance of all classroom instructors (full and part-time). Each semester, members of the TRC will conduct a formal observation based on a set of established guidelines to be developed by the Board. The TRC will observe as many instructors as possible during those days. Full-time instructors will be observed twice a year and part-time instructors will be observed a minimum of one time per year. Teacher aides will also receive a formal observation. Once a semester the TRC will report its findings to the Board of Directors and informally to each Instructor. The TRC will seek student input and will cooperate with and assist the Headmistress in an annual formal evaluation of each teacher. This annual evaluation will become a part of each teacher's permanent file.

discipline and dress code committee

The Board of Directors shall enact a dress code for the Academy during the fall of 2002. During the first year of school, the Discipline and Dress Code Committee will consider and make recommendations as to what the proper dress code of the school will be. The DDC will also monitor disciplinary concerns, conduct investigations and student led hearings, report their findings to the Board, and make recommendations to the Headmistress.

building accountability committee

The Building Accountability Committee (BAC) will develop and organize events to introduce the Academy families to each other. Once that first step is accomplished, the BAC will establish community building activities and goals, plan events to meet these goals, organize parent volunteers, and disseminate information about the events to parents, instructors and students. It will also deal with maintenance and repair concerns that might arise.

The various committee meetings, with rare exception, will be open to all students, faculty, and parents. Each committee shall be free to adopt a set of rules and policies by which it will function provided they do not conflict with the schools by-laws and regulations. **Each year, at a time to be established, Board Members will participate in an annual retreat and will also attend in-service effectiveness workshops throughout the year.**

An organizational chart has been included with this proposal as **Exhibit E**.

d. human resources

Every applicant for a teaching position at Destiny will be recruited based upon the personal knowledge of the Headmistress and/or through websites, newspapers, and periodicals in which appropriate advertising of openings will be carried, and subsequent interviews. Each applicant for employment as a teacher or instructor will be interviewed jointly by the Headmistress and the Teacher Review Committee or Board, as appropriate. **No more than 25% of the instructional staff shall be without an Indiana teaching certificate.** All Academy employees shall comply with applicable state law concerning employee actual and potential conflicts of interest and fair employment laws. Particular attention will be paid during the interview process to the ability of hired staff to support our educational mission.

Job descriptions, to the extent that positions are contemplated during the first year, will resemble the following:

headmistress

The Headmistress will be responsible for all day-to-day decision making, financial transactions, purchase orders, documentation, testing, and information requests for the Academy. The Headmistress, working in close conjunction with the Board, will be responsible for personnel scheduling, benefits acquisition, arranging for substitute teachers and aids, transportation arrangements, and other administrative functions as required by the Academy's educational program. The headmistress will delegate administrative work as appropriate and must be willing to teach as well as administer.

This position requires at least a four-year undergraduate degree and a Masters Degree in education, as well as two or more years of public or private school administrative experience, preferably as a Principal. Experience with entrepreneurial education systems, developing curriculums, the core knowledge concept, and a profound love for children, as well as a belief in the ultimate potential of every child are highly desirable characteristics.

We believe we have someone who meets and exceeds these requirements in Michelle Watts, who is a former principal now on the teaching staff of John Hay Middle School in the city, and with whom the Board is in negotiations.

teachers- grades K-8.

Immediate plans call for the employment of four (4) teachers, at least one of whom must be Spanish/English bi-lingual. Teachers for grades K through 8 will be responsible for implementing the curriculum, coordinating with classroom aides, maintaining current attainment level information, assigning additional studies to students not meeting or exceeding attainment, keeping accurate and concise records, establishing classroom procedures, issuing report cards, ordering teaching materials, and supervising student learning in various subjects. Teachers will also be responsible for ordering supplementary education materials, requesting parent volunteers, making student referrals, assisting with extra-curricular activities, and reporting all education related activities to the headmistress.

All academic subject teachers must have clean professional backgrounds, an Indiana teaching certificate and will be required to work a 40 hour work week. Occasionally, after hours work may be required. Preference will be given to teacher candidates who evidence a compassion for children, a passion for teaching, and an aptitude for employing innovative teaching strategies. They must also possess the ability to work well with others in a team teaching environment.

special education teacher

At least one of our selected teaching staff will be certified in special education. The special education teacher or teachers will work with children one-on-one or in small groups for all the grade levels. This person will be employed full-time by the Academy and will be required to work a 40 hour work week, and must otherwise meet all teacher qualifications. Occasionally, after hours work may be required. *Our goal is to hire an outstanding person in this field who can also teach other classes within the academic program. The special education teacher will otherwise meet the qualifications of a regular teacher, as above.*

classroom aides- grades K-8

Each of our teachers will have the assistance of a teacher's aide. There will, accordingly, be four (4) hired initially. Classroom aides will help the teachers in the following areas: implementing curriculum, maintaining current attainment level information, reporting attainment levels below minimum or early attainment to the teacher, keeping accurate and concise records, following established classroom procedures, requesting teaching materials for the teacher, requesting supplementary education materials for the teacher, requesting parent volunteers and reporting all education-related activities to the teacher. All classroom aides will be paid on an hourly basis, projected at \$8.00. Classroom aides will also be required to assist with extracurricular programs.

Aides may be parents interested in our educational mission or student interns. All classroom aides must love children and have a strong desire to work with an innovative educational program. They must also possess the ability to work with others and to follow instructions.

performing arts instructors

Destiny will hire, as independent contractors, music teachers in the areas of dance, voice, violin, piano, woodwinds, percussion, guitar. Others may be added depending upon student interest. Instructors will be drawn from the private sector, symphony orchestras, colleges and universities, or the professional ranks. Established artists will be contracted, from time to time, to conduct music workshops, symposia, recitals, and the like at the Academy as a part of our artist in residence series. *These individuals will be temporary instructors and may or may not have teaching certificates. They will be compensated at the rate of \$15.00 per class hour.*

arts program coordinator

The Arts Program Coordinator's position is a part-time paid position that will embrace the need to locate, interview, hire, and coordinate the services of arts instructors and to plan and implement arts programming that serves to supplement the educational mission of Destiny. This person will also oversee and coordinate the City of Peace and Community Building

Initiatives of the charter school, *infra*. *This person need not be degreed nor hold a teaching certificate since the duties entailed are strictly administrative. The position will be salaried at \$15,000.00 per year for up to 25 hours of work per week.*

consultants

To bolster and enrich its curriculum for the benefit of students, licensed and non-licensed teachers will be retained, as needed, to teach courses in Latin and Greek derivatives, Latin, Japanese, Spanish, and perhaps Arabic, as dictated by student interest. Emphasis will be placed on conversational skills in the case of Japanese, Spanish, and Arabic, which students may supplement with reading and writing skills in our supervised computer lab at their leisure. Music therapy will also play an important part in the life of our program.

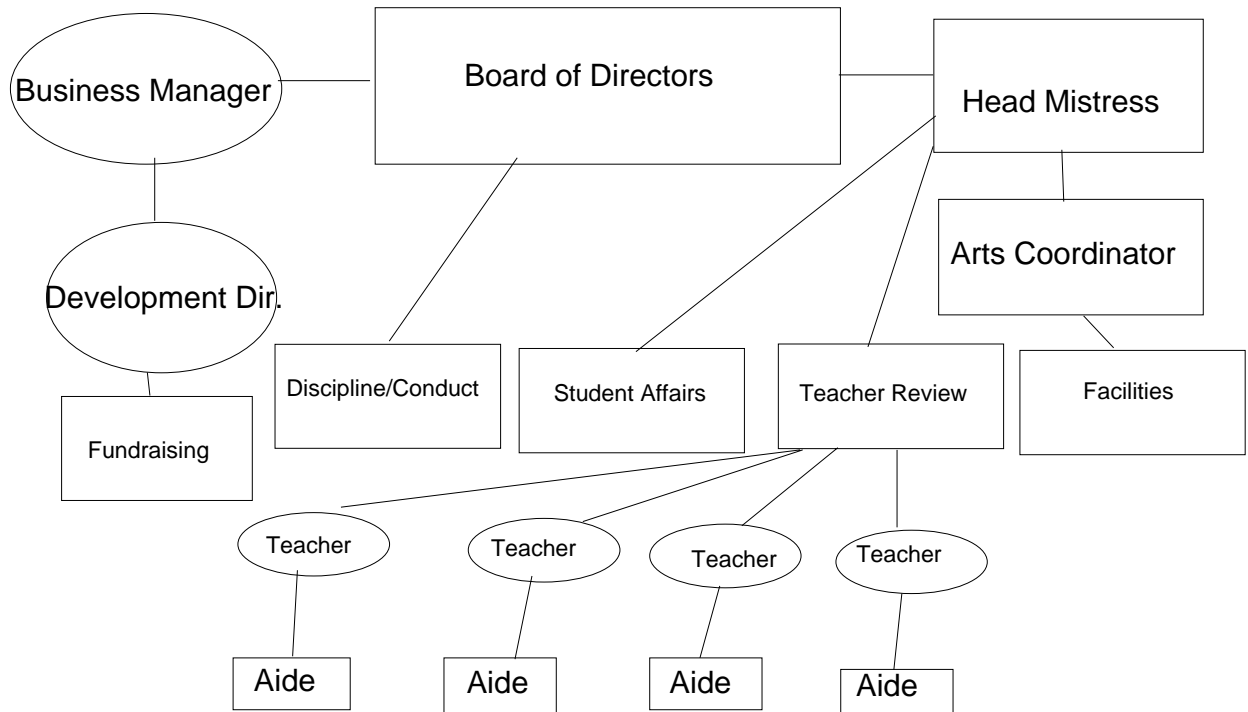
Music therapy is a recognized academic discipline which combines aspects of physiology, psychology, and music to treat cognitive, emotional, and behavioral problems in individuals. A certified music therapist has been engaged to work part-time with students and parents as a preventive and remedial technique, and as an alternative to traditional forms of disciplinary and behavioral counseling, where appropriate. Consultants compensation will be paid at the rate of \$15.00 per hour.

The Academy's Board of Directors will evaluate all contractors and support staff on an annual basis, including completing a formal evaluation of the headmistress once a year. This formal evaluation will include such things as salary increases, performance reviews, areas for improvement, and goals for the following year. The Academy shall adopt its own written policies (in compliance with federal and state law) concerning the recruitment, promotion, discipline and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures.

All certified teachers will be expected to maintain compliance with state professional standards for teachers, to acquire at least the state minimum average numbers of hours of continuing education credits each year; to attend the National Core Knowledge Conference (that will be held on March 7-9 at Nashville, Tennessee next year), and to attend in-house

professional development seminars that will be held at Destiny at various times during the year.

The following is a preliminary chart delineating the proposed inter-organizational relationships that will exist at Destiny.



context of the educational mission

Initially, we contemplate that the educational program will be conducted in the context of a 181 day, single track, yearly instructional schedule with the option available to students and teachers of participating in an additional

30-day extended summer school program, if needed. The summer school session would consist of a four hour daily session from 8:00 am to 11:55 in the morning. Otherwise, the charter school will operate from 8:30 am to 5:00 pm, consistent with the calendar of the Indianapolis Public Schools.

During the life of the charter school, we will look for supplemental funding from sources beyond the general fund, i.e. grants, to extend the school year to 211 full days, City of Peace, and Community Building Initiatives, for example. The prevalent nine month school schedule used in many communities worked well for agricultural communities of 100 years ago. A single track year round schedule, however, with the option of extending the school year through summer is more appropriate today for at-risk students attending large urban schools. R. D. Alcorn, for example, reported in the April 1992 issue of *Thrust for Educational Leadership* that "year round education which substitutes several shorter vacation breaks for the traditional 3-month summer vacation enhances the momentum and continuity of instruction and produces high pay offs for educationally and economically disadvantaged students." Should additional classroom time be needed, we would be proposing an instructional year that may, for example, start in September and have a sequence of three months on and one month off.

During each of the off months, a two week professional development or training seminar might be conducted. Attendance at the summer sessions, if approved by the charter school community, would be mandatory. It would provide students with an opportunity to catch-up or to jump ahead and assist us in avoiding teacher burnout. The Destiny student to teacher ratio will be reduced to approximately 15:1 from the state average of 16.7:1 to increase the opportunity for establishing better relationships between teachers, students, and parents at the proposed charter school. Initially, teachers will be organized in grade level teams.

As a team, the teachers will be responsible for all the students assigned to that grade level. Close collaboration between teachers is the key to making the proposed charter school and the curriculum work. In addition, the reduction will facilitate the integration of handicapped students into general education classrooms. This helps the school move towards becoming one seamless educational system rather than a system fragmented into "regular ed" and "special ed." Teachers typically will enjoy a total of 320 minutes of

instructional time per day which consists of four (4) class periods of 80 minutes each with approximately 2 1/2 hours of daily preparation, planning, or conference time. All certified teachers will receive a first year annual salary of \$45,000.00 per annum. The Headmistress will be salaried at \$50,000.00 during the first year. the Business Manager will start at \$51,000.00 per year and the Development Director at \$45,000.00. . All employees will receive health insurance, inclusive of dental and vision, after 120 days of continuous employment.

Tentatively, a typical day at Destiny might look like this for a Charter School student and teacher:

8:30 am	Assembly	Pledge, songs, stretching (therapy), announcements, prayer or meditation.
8:50 am	Snacks	white and graham crackers, milk, fruit.
9:00 am	Module I	80 minutes of instruction; 10 min. break
10:30 am	Module II	80 minutes of instruction; 10 min. break
11:30 am	Lunch	30 minutes; on-site
12:00 pm	Arts	Music, Dance, etc.
1:00 pm	Module III	80 minutes of instruction; 10 min. break
2:30 pm	Module IV	80 minutes of instruction; 10 min. break
4:00 pm	Study Hall	practice/ study/ recording/library/tutoring
5:00 pm	Dismissal	

School lunches will be catered by a food vendor to be contracted.

Destiny staff and teachers will participate in the Indiana State Teacher's Retirement Fund and the Indiana Public Employee's Retirement Fund, as appropriate.

In addition to the foregoing, the school will full-time employ:

(1) Secretary/Receptionist	\$22,000.00 per year
(1) Custodian	\$18,000.00 per year

e. financial management

budget responsibility

The responsibility of financial management and the custody of funds of the Destiny Academy will fall to the exclusive control of Business Manager and the Board of Directors of the Academy, as fiscal agents. They shall, consistent with the provisions of I.C. 20-5.5-7, maintain separate accountings of all funds received or disbursed by the school (**Exhibit B**). The budget sets forth a cost-effective and efficient plan for educating the pupils of the Academy which is economically sound, both for school and the state of Indiana. Pursuant to state law, and within thirty (30) days of approval, Destiny anticipates the receipt of an advance from the sponsor of working capital funds equal to the amount of the operating costs projected for the school during its first six (6) months. This sum is to be repaid in equal installments without interest, commencing six (6) months after the charter school commences operations and ending three (3) years from the date the charter is granted. A discussion of revenues and expenses follows:

per pupil funding

Thereafter, and during the period of the charter, the City of Indianapolis, as Sponsor, shall make available to the Academy an amount representing a distributive share of tax revenues, state distributions, and federal distributions it receives for non-capital expenditures, as per a schedule to be established in the charter (I.C. 20-5.5-5). This amount shall be determined based upon per pupil enrollment (average daily attendance) at the Academy, as certified from time to time, and as facilitated by information made available to the Academy by the Sponsor. The Sponsor will adjust the funding to reflect the actual student count as of appropriate accounting periods.

The Board of Directors of the Academy acknowledges that the charter

school must have a balanced budget. It is our intent to create a contingency fund from the Academy's budget annually. However, it is not possible to anticipate every expense the Academy will occur during a fiscal year. If there is a fund balance from the previous year, the amount will carry forward to the current year's operating budget. Because of the substantial length of time between payments that we expect to incur, we are exploring various lines of credit that may be available to us through local financial institutions so as to be able to curtail any anticipated cash flow difficulties.

Other sources of income available to us are likely to include:

- **federal entitlements:** As a local educational agency, Destiny may be eligible for federal funds for education from a number of sources, including Title I.
- **grants and contributions:** Destiny has compiled a substantial list of local and national foundations from which it will continuously solicit funds for enrichment and special projects, as needed. Additionally, with the assistance of it's Development Director, the school hopes to mount an on-going development campaign leading to an endowment.
- **fees:** While state law prohibits the charge of tuition to our students, we will explore the establishment of several pre-school and latch key programs for our facility, as well as facility rental opportunities that may assist with the bottom line.

Because of high start up costs and few economies of scale, many charter schools face deficits in their early operating budgets. As enrollment increases, Destiny should be able to generate enough revenue to meet expenses. Should this not be possible, we are fully prepared to examine and cut costs, or to raise additional funds from outside sources. **Prior to the end of each school year, the Board members will hold budget conferences with teachers and staff, who will be asked to prepare grade level and departmental budget forecasts for the following school year. These will be reviewed, modified, and approved by the Board prior to the start of each fiscal year and closely monitored during the year by the Business Manager to insure compliance with the budget.**

The Destiny Academy's Board of Directors will complete an annual performance review and annual report each year for the benefit of the sponsor. In addition, it will form an audit committee each fiscal year to

oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. **The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.** To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the City of Indianapolis or the Mayor's Office, as appropriate, as well as the State Department of Education.

The school's audit committee will review any audit exceptions or deficiencies and will report to the school's board of directors with recommendations on how to resolve them. The board will report to the Sponsor regarding the way in which any exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to any dispute resolution process established by the City.

f. facility

Destiny has located an ideal facility for the operation of its charter school, after failed negotiations on a prior one. The charter school will be located on the first floor (front) of 500 N. Capitol Avenue in the City of Indianapolis, Indiana. It is within the Indianapolis Public School's district. Lease negotiations are being concluded presently for this 8,500 square foot suite, which is in a portion of the building we will share with the Ballet Internationale. The space features several administrative offices, at least nine (9) classrooms, and has space for an auditorium which will, pursuant to the lease terms, be renovated. Details of the lease are attached hereto as **Exhibit F**. Renovation costs for the auditorium are expected to approximate \$12,000.00, but will be borne by the Lessor. Parents, public transportation, and couriers will be able to drop their children off easily in front of the entrance to the building where they will have immediate access to our facility, which also provides easy access to them when children are ready to leave. Office staff will develop a system of checks, balances, and security

measures to insure that children safely leave by pre-arranged means of transportation. **The school is located on a public bus line.**

Destiny will secure the facility on or before November 1, 2001 and will utilize it's own funds to pay the initial deposit and first month's rent. The monthly lease amount will be \$ 5,667.00. The facility is immediately accessible to the street and features doors wide enough to accommodate the physically challenged.

g. transportation

As was mentioned earlier, parents of students will be primarily responsible for transporting their students to and from school. A car-pooling program will be coordinated for the benefit of students residing in the same geographical area. Otherwise, Destiny is easily reachable by public transportation given it's downtown Capitol Avenue location, and sponsors of the school are currently negotiating with area limousine operators to facilitate public service or reduced fare pick-ups and drop-offs of those students for whom none of these other modes is practical.

h. risk management

Attached hereto, as **Exhibit G**, is an insurance quote which discusses our intention to acquire liability insurance in the stipulated amounts in indemnification of the City of Indianapolis, the Charter Schools Board, their related entities, officers, employees, and agents from any liability that may result from the operation of our charter school. The insurance package will be acquired prior to the start of school operations and will include premises liability insurance and Director's errors and omissions insurance.

Risk management activities will include the prompt assessment and elimination of potential hazards; the prompt reporting of any and all claims; filing of timely notices of claim; and the defense of any claims as may be warranted. Destiny is committed to providing a safe workplace and learning environment.

i. timeline

Task	Responsible Person	Completion Date
submit charter application	consultant	10/5/01
lease concluded/ bldg occupancy	priscilla bolden	11/1/01
charter school grand opening	board nominees	11/14/01
marketing plan implemented	board nominees	11/15/01
charter approval obtained	city of indianapolis	12/31/01
first meeting of directors	priscilla bolden	1/8/02
by-laws amended and adopted	board of directors	1/8/02
student enrollments begin for 9/02	board committee	1/15/02
fundraising campaign developed	board and consultant	1/31/02
staff recruiting begins	board of directors	2/1/02
board approves fundraising plan	board of directors	2/5/02
supply and equip inventory prepared	headmistress nominee	2/20/02
expense advance received	city of indianapolis	3/1/02
bank accounts opened	business manager	3/1/02
development director hired	board of directors	3/1/02
teachers retained for training	board of directors	3/1/02
fundraising campaign implemented	board and develop. dir.	3/1/02
board meeting	board of directors	3/5/02
accounting system established	board and bus. Mgr.	3/5/02
Core Knowledge Conference	teaching staff	3/7/02
supplies and equipment ordered	board of directors	3/15/02
equipment donations sought	board and develop. dir.	4/1/02
board meeting	board of directors	4/2/02
in-service teacher training	headmistress	4/12/02
liability insurance in place	board of directors	4/16/02
monthly concert series begins	Billy Wooten	4/20/02
board meeting	board of directors	5/2/02
facility outfitting complete	board and staff	5/4/02
facility tours and rentals begin	board and staff	5/11/02
music workshops begin	board and staff	5/17/02
in-service teacher training	headmistress	6/6/02
board meeting	board of directors	6/12/02
school calendar finalized	board and headmistress	6/12/02
supplemental texts ordered	board and headmistress	6/14/02
consultants recruited	board and headmistress	6/15/02

transportation providers recruited	board of directors	7/1/02
open house scheduled	board, dev dir, board	7/10/02
comm./school partnerships formed	board and headmistress	7/10/02
board meeting	board of directors	7/11/02
budget conference	board and bus. Mgr.	7/11/02
forms developed	board and headmistress	7/13/02
in-service teacher training	headmistress	7/17/02
psych. and social worker contracted	board of directors	7/15/02
teachers aide interviews begin	headmistress/teachers	7/15/02
on-site enrollment begins	headmistress	7/15/02
parent/intern volunteers recruited	headmistress and board	7/22/02
peer mediation program developed	board committee	7/26/02
transportation providers selected	board of directors	8/1/02
board meeting	board of directors	8/6/02
parent/teacher council formed	headmistress/board	8/9/02
teachers, instructors and aides report	headmistress	8/23/02
classes begin	headmistress/staff	8/27/02
student council formed	headmistress/staff	8/31/02

V. Educational Goals and Objectives:

a. academic performance:

1. Students will test at a minimum of 10% higher on standardized tests in year 1 and at least 1% higher each year thereafter.
2. Students will show consistent gains each year in the development of study habits and the capacity for independent learning, as well as in character and leadership skills.

b. organizational viability

1. Board members will increasingly develop a stronger sense of mission and commitment to the financial well-being of the charter school by engaging in Board development activities and exercising increasing leadership activity in the community/school partnership process.
2. Destiny will establish increasingly viable fundraising, grant, development, and endowment programs each school year.

c. school specific objectives

1. Destiny will demonstrate, through curriculum choice, faculty selection, and teaching methods, an ever increasing ability to blend performing arts into the academic curriculum so as to achieve “seamlessness,” of learning, to the extent possible, at the end of five years.
2. Destiny will attract two or more PhD’s to the faculty in core academic and arts courses within five years.

VI. Summary of Assets:

We live in an increasingly complex, uncertain, tension-filled, and demanding society, one in which there seems to be emerging more questions than answers. Most adults would identify with the truth of this statement, and it is certainly the case that our children, who are increasingly without goals, self-esteem, ambitions, and clear career choices are evidencing our failure, as a society to date, to adapt adequately to these stresses.

The sociological data offered at the inception of this proposal suggests that there is evident fall-out.....fallout that it is, unfortunately, showing up in the form of diminished quality of education in our traditional schools, generally, and the lack of readiness of too many of our high school graduates for the rigors of higher academic pursuits, the workplace, and adult life itself. If we are to break this cycle, then we must be willing to explore new educational options that recognize the need of each succeeding generation of children for different approaches to learning and affirmation. And we must consider the utility and gains that can be made when we are prepared to educate children from the perspectives they hold when we first find them at the teaching moment. *Magic in education happens when we are able to capture the imagination of children and hold on to it while they are shown the symbiotic relationship of that which interests **them** to what **we** say they need to know.*

We have never met a child who does not gravitate to music. The Destiny philosophy hinges on a fairly safe bet.....that if we can hook kids on music, we can demonstrate to them the vital necessity that they be able to read it, count it, understand it’s context, and appreciate where it comes from

in the brain and in the world..... in order to really enjoy it fully. **If we can do this, they will insist that we teach them all we know.** We look forward to embarking on the mission... in community.